



Christchurch Girls' High School | Te Kura o Hine Waiora

Manaakitanga. Whanaungatanga. Aroha. Rangatiratanga.

Tēnā koe

Thank you for applying for this position at Christchurch Girls' High School/Te Kura o Hine Waiora.

We were founded in 1877 as the second state girls' secondary school in Aotearoa New Zealand and have a proud and long history of educating young women to take their place in the world. Embedded in our tradition is a focus on innovation and challenge to the prevailing norms by the first women principals who chose to educate girls well before women received the suffrage in our country.

Our river site has significant history for Te Rūnanga o Ngāi Tahu and we are committed to nurturing a strong bicultural relationship and supporting diverse cultures at our school.

We are in a new and exciting phase of renewal of vision and strategic direction for the school which has a roll of approximately 1250 and a staff of 120. The school has traditionally enjoyed very high achievement results and is reinterpreting what excellence means in a progressive and relational culture which will prepare our students for the future and ensure they flourish.

Our values which drive this vision are manaakitanga, whanaungatanga, aroha and rangatiratanga.

The key elements of the new vision are that:

- *We empower and inspire the development of 21st century lifelong learners*
- *We provide a passionate learning environment with diverse opportunities, experiences and authentic relationships*
- *We enable learners to flourish, celebrate achievement, contribute to our world and become tomorrow's inspired leaders today*

Alongside this, the school rebuild has been in a reset with the Ministry of Education and we are beginning a new rebuild which will see the majority of the school rebuilt. We are looking forward to designing spaces which will equip our students and staff for the future. We enjoy what may be the most beautiful and relaxing school site in Aotearoa New Zealand with Ōtākaro flowing through the centre of the school and a wonderful new Performing Arts Centre facing Hagley Park.

The successful applicant will have the opportunity to join a very successful school, a highly motivated staff and will contribute to the design of a progressive curriculum and relational culture which will equip our students for the future.

We welcome your interest in our place.

Ngā mihi nui

Christine O'Neill



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JOB DESCRIPTION

Position Title:	Librarian
Position statement:	Responsible for the day-to-day management and operation of the school library
Responsible to:	The Principal, Assistant Principal, Business Manager
Responsible for:	Assistant Librarian, Gap student, Student librarians, volunteers, library reliever, library committee
Functional relationships:	Library team and teaching staff, students, external agencies
Hours of work:	37.5 hours per week during term times – additional hours as required during term breaks
Responsibilities:	

1. Inquiry Learning

Key Responsibilities	Desired Outcomes	Performance Measures
<ul style="list-style-type: none">Promote the role of the library, and the range of resources students can access through the library, to support inquiry and develop information literacy across all year levels and all curriculum areasCollaborate with staff to plan inquiry units and identify appropriate resourcing and scaffolding to support students' research	<ul style="list-style-type: none">All teachers and students receive appropriate coaching and assistance to access and use print and online resources to support inquiry learningLibrary users gain in skills and confidence using online and print resources relevant to their inquiry	<ul style="list-style-type: none">Staff and students are able to access appropriate information and resourcesThe school library is regarded by teachers and students as a key source of information to support inquiry
<ul style="list-style-type: none">Teach research programmes both in the library and online resources	<ul style="list-style-type: none">As above	<ul style="list-style-type: none">As above
<ul style="list-style-type: none">Plan and implement the library orientation programme	<ul style="list-style-type: none">Staff and students are confident library users	<ul style="list-style-type: none">Informal feedback from users indicates satisfaction with assistance receivedAll new staff and students participate in library orientation

2. Library Management

Key Responsibilities	Desired Outcomes	Performance Measures
<ul style="list-style-type: none"> Establish and monitor day-to-day systems and workflows in library 	<ul style="list-style-type: none"> Library operates effectively 	<ul style="list-style-type: none"> Allocated tasks are completed within agreed timeframes
<ul style="list-style-type: none"> Document library procedures 	<ul style="list-style-type: none"> All library processes and procedures are documented 	<ul style="list-style-type: none"> The Library procedures folder is relevant and up-to-date
<ul style="list-style-type: none"> Manage Library Team, student librarians, library committee and volunteers 	<ul style="list-style-type: none"> Library operates effectively 	<ul style="list-style-type: none"> Allocated tasks are completed
<ul style="list-style-type: none"> Manage the library environment 	<ul style="list-style-type: none"> Library environment is attractive, welcoming and appropriate for users needs 	<ul style="list-style-type: none"> Users are comfortable in accessing resources
<ul style="list-style-type: none"> Manage and produce monthly tallies of laminating charges 	<ul style="list-style-type: none"> Laminating is charged appropriately 	<ul style="list-style-type: none"> Budget figures
<ul style="list-style-type: none"> Plan budget in consultation with Business Manager. Manage and monitor the library budget in accordance with school practice 	<ul style="list-style-type: none"> Library expenditure is controlled according to school standards 	<ul style="list-style-type: none"> Annual financial reports, in relation to the budget, are submitted to school management

3. Resources

Key Responsibilities	Desired Outcomes	Performance Measures
<ul style="list-style-type: none"> Provide high quality resources, including e-resources, that meet the reading and information needs of the school community Ensure resources are appropriately catalogued with relevant subject tags as per curriculum requirements 	<ul style="list-style-type: none"> Library has a balanced, up-to-date collection of print and online resources that meet users' needs Library users have access to e-resources that are relevant to their needs 	<ul style="list-style-type: none"> Borrowing records on the library system show appropriate material issued to students and staff Students and teachers are able to easily find and use appropriate e-resources
<ul style="list-style-type: none"> Encourage library usage 	<ul style="list-style-type: none"> Users are able to find resources that meet their information and leisure needs Library promotional events and activities result in increased library usage and awareness of services available 	<ul style="list-style-type: none"> Users' recommendations are included in buying plans Anecdotal and statistical evidence of increased usage resulting from promotional events and activities

	<ul style="list-style-type: none"> Library is staffed during 'out of class' times to allow maximum availability 	<ul style="list-style-type: none"> Library is open before/after school and during breaks
<ul style="list-style-type: none"> Liaise with class teachers when undertaking surveys of library users 	<ul style="list-style-type: none"> Collection planning is based on reliable data including analysed literacy data 	<ul style="list-style-type: none"> School data is used to inform purchasing decisions and planning
<ul style="list-style-type: none"> Manage school Archives 	<ul style="list-style-type: none"> Archives are stored and disseminated appropriately 	<ul style="list-style-type: none"> Internal and external inquiries are met

4. Library ICT

Key Responsibilities	Desired Outcomes	Performance Measures
<ul style="list-style-type: none"> Maintain the library management system 	<ul style="list-style-type: none"> Library management system provides easy access to information Library management system is updated to latest version 	<ul style="list-style-type: none"> Users locate information to meet their needs Librarian is familiar with library management system and latest features, ensuring appropriate updates are distributed to staff
<ul style="list-style-type: none"> Manage overdues in Kamar school accounts 	<ul style="list-style-type: none"> Resources are returned in a timely manner available for the next user 	<ul style="list-style-type: none"> Overdue statistics
<ul style="list-style-type: none"> Manage content on the Library pages/opacs on the school intranet 	<ul style="list-style-type: none"> Library pages on school intranet highlight library resources and services 	<ul style="list-style-type: none"> Anecdotal and statistical evidence of intranet use by students and staff
<ul style="list-style-type: none"> Maintain close liaison with school ICT team so that library ICT facilities are able to cater for increasing online research needs of students 	<ul style="list-style-type: none"> Library ICT facilities are adequate to support the research needs of students 	<ul style="list-style-type: none"> Library ICT is upgraded as part of the school's ICT planning

5. Liaison and Reporting

Key Responsibilities	Desired Outcomes	Performance Measures
<ul style="list-style-type: none"> Prepare and present reports that focus on the library's support for teaching and learning, highlighting significant developments and identifying future needs 	<ul style="list-style-type: none"> School management have up-to-date information about the library's performance Reporting draws on a sound evidence base, including analysed reading data, and library system data. 	<ul style="list-style-type: none"> Reports are presented to school management An Annual Report is presented to the Board of Trustees
<ul style="list-style-type: none"> Liaise and collaborate with teaching staff and literacy specialists 	<ul style="list-style-type: none"> Library is seen and used as a key resource to support reading and research 	<ul style="list-style-type: none"> Regularly promote library resources and services Evidence of positive results for promotional activities

<ul style="list-style-type: none"> • Liaise with external agencies and support groups e.g. National Library of New Zealand, SLANZA, school library networks, Lianza, New Zealand Book Council 	<ul style="list-style-type: none"> • Relationships are developed and maintained so that sources of professional development and support are used effectively • Library users are aware of the range of services and resources that are available 	<ul style="list-style-type: none"> • Regular contact is made with network groups, including online networks accessed • Regularly promote services from other agencies to school staff e.g Christchurch Libraries
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Person Profile:

Qualifications:

- Professional library qualification

Skills, knowledge and experience:

- Knowledge of the New Zealand Curriculum and of teaching and learning programmes in the school
- Experience in supporting Inquiry Learning and Literacy through the school library
- Knowledge of learning resources – print and electronic
- Knowledge and experience of library management and systems
- Experience of collaboration with ICT and teaching staff
- Excellent oral and written communication skills
- Financial management experience

Personal qualities:

- Ability to interact positively with students and staff
- Ability to facilitate change
- Love of literature
- Willingness to keep up-to-date with information technology and library trends

Limitations to authority

Changes in the organisational structure must receive prior approval from the Principal. Liaison with outside agencies must not be undertaken without the concurrence of the Principal, unless dealing with appropriate library and educational institutes and contacts.

Signed:

Librarian: _____ **Date:** _____

Principal: _____ **Date:** _____

(Permission to use National Library template 4/11/2010)



Christchurch Girls' High School | Te Kura o Hine Waiora

*This is the place where the waters nurture our girls in their education
Sapientia et veritas - Wisdom and Truth*

OUR VALUES:

Manaakitanga

Whanaungatanga

Aroha

Rangatiratanga

VISION:

'Our vision is to empower and inspire the development of 21st Century lifelong learners by providing a passionate learning environment with diverse opportunities, experiences and authentic relationships to enable learners to flourish, celebrate achievement, contribute to our world and become tomorrow's inspired leaders today.'

STRATEGIC GOALS:

STRATEGIC GOAL 1

To empower and inspire the development of 21st Century lifelong learners (TRANSFORMATIONAL LEADERSHIP CULTURE)

This means:

- ▶ The school is committed to the unique partnership with Ngai Tahu under Te Tiriti o Waitangi
- ▶ Transformational leadership in action
- ▶ School values are embodied in all leadership work and visible in behavior, interactions, structures and documentation.
- ▶ We enact the 21st Century learner framework

So that:

Our students and staff are equipped for the future and live our values and vision

We will measure this by:

- ▶ The Charter, strategic and annual plan, policies and procedures show visible and authentic lived values
- ▶ Staff, student and parent voice reflect transformational change
- ▶ There are diverse and visible leadership opportunities for staff and students

STRATEGIC GOAL 2

To create a passionate learning environment where learners have the power to act (ENGAGEMENT)

This means:

- ▶ Learner Agency – the power to act.
- ▶ Deep, authentic student engagement
- ▶ Student centred learning
- ▶ Excited, motivated, inspired teachers
- ▶ Collegiality and creativity
- ▶ Holistic understanding and aspiration for excellence for each student
- ▶ Inspiration from our history and tradition

So that:

Staff and students are passionate, engaged, lifelong learners with agency over their futures

We will measure this by:

- ▶ NZCER Me and My School survey at years 9 and 10
- ▶ Recruitment policies, procedures and documentation reflect these priorities
- ▶ Analysis of student attendance and staff retention statistics
- ▶ NCEA achievement years 11-13

STRATEGIC GOAL 3

To provide diverse learning opportunities and experiences that will empower and inspire learners (INNOVATION)

This means:

- ▶ Design for Learning (in the context of CGHS)
- ▶ Diversity and flexibility in how, when and where students learn.
- ▶ The development of different programmes of study.
- ▶ Student access to learning programmes.
- ▶ Real world opportunities and contexts.

So that:

Our staff are open to innovation so that our students see their learning as relevant to their lives, see possibilities, create solutions and contribute to our world

We will measure this by:

- ▶ Staff uptake of professional learning opportunities and voice
- ▶ Our vision, values and 21st century learner framework are reflected in our emerging curriculum and space design.
- ▶ A service component to the Girls' High student profile

STRATEGIC GOAL 4

To build (foster) authentic relationships through connection, understanding and trust and valuing culture, language and identity (WELLBEING AND BELONGING))

This means:

- ▶ Demonstrating our values in all our interactions
- ▶ Partnership with our Maori whanau
- ▶ Partnership with our Pasifika and other ethnic communities
- ▶ Cultural responsiveness and inclusion – knowing our learners
- ▶ Inspiring our students by modelling what is possible.
- ▶ Restorative and relational culture
- ▶ Working with collaboration and treating people with dignity, interest and care.
- ▶ Actively implementing dispositions for learning
- ▶ Giving back to society

So that:

Our staff and students are resilient, empathetic and flourishing

We will measure this by:

- ▶ NCER whanau, staff and student wellbeing survey
- ▶ Counselling trends analysis and reports
- ▶ The Maturaka Mahaanui Indicators Framework shows progression on the indicators
- ▶ Pastoral data around restorative processes, stand downs and suspensions
- ▶ Acland House Surveys

STRATEGIC GOAL 5

To build a culture of organizational renewal and transformation through rigorous reflection and self-review (CRITICAL REFLECTION)

This means:

- ▶ The school has a documented and approved strategic plan that identifies the school's vision, values, strategic goals and critical success factors for effective performance.
- ▶ Every strategic goal in the SP has an annual performance plan that sets targets for the key activities and achievement objectives for the year.
- ▶ The school annually reviews all portfolio areas within the 'school effectiveness' cycle.
- ▶ A comprehensive analysis of variance is undertaken on the school's strategic goals and annual strategic priorities.
- ▶ The school analyses the success and achievement of students across the school.
- ▶ The BOT regularly reviews and evaluates its governance roles and responsibilities.

So that:

We know who we are, as a school, whether we are making a difference for our students and staff and where we are going for the future

We will measure this by:

- ▶ STEADA self -review for every Faculty Term 1 (achievement and engagement analysis leading to change)
- ▶ Principal appraisal outcomes 2020
- ▶ ERO report 2020
- ▶ We meet the targets set in the Annual Plan

ANNUAL PLAN 2021:

STRATEGIC GOAL 1

To empower and inspire the development of 21st Century lifelong learners (TRANSFORMATIONAL LEADERSHIP CULTURE)

People own the vision and values

- ▶ The new vision has embedded in it the unique partnership with Ngai Tahu under Te Tiriti o Waitangi
- ▶ Co-construct a new vision, values and strategic direction which is transformational with staff, students and whanau
- ▶ Make the new vision and values visible and alive in the school
- ▶ Change structures and systems to encourage leadership, agency and adventurous initiatives
- ▶ The Education Brief is completed as a transformational blueprint for the future

Student Leadership

- ▶ Develop diverse student leadership opportunities
- ▶ Co-construct a student graduate profile

Staff Leadership

- ▶ A co-constructed CGHS teacher profile develops diversity and 21C capabilities
- ▶ Actively recruit of Maori and Pasifika staff to reflect our student diversity
- ▶ Professional development programmes enhance leadership across the school

Resourcing

- ▶ Authentic partnership with manawhenua informs Education Brief and master planning
- ▶ Master planning reflects the vision and strategic plan
- ▶ Annual budgeting reflects the strategic vision

STRATEGIC GOAL 2

To create a passionate learning environment where learners have the power to act (ENGAGEMENT)

Staff learning culture

- ▶ Build trust and collaboration by co-constructing vision and professional development learning with staff
- ▶ Attestation and professional learning systems are aspirational and aligned to the strategic vision.
- ▶ All staff are digitally upskilled so pedagogy is engaging for students

Student learning culture

- ▶ Student voice is gathered, valued by staff and informs curriculum change
- ▶ Equity of access to devices and technology is addressed and a priority
- ▶ Developing an holistic understanding of achievement and excellence in our students is prioritised
- ▶ Students are involved in assessing their own progress
- ▶ Investigate Student led learning conferences with ako teacher and whanau
- ▶ A rich co-curricular programme supports student engagement and achievement

Infrastructure

- ▶ A furniture renewal plan is developed, resourced and implemented to create more engaging learning spaces
- ▶ Masterplanning enhances the external environment for learning and wellbeing

STRATEGIC GOAL 3

To provide diverse learning opportunities and experiences that will empower and inspire learners (INNOVATION)

Design for Learning

- ▶ Investigate and understand the different models for new curriculum design
- ▶ Curriculum design team are resourced to research and lead staff development of a collaborative and innovative curriculum model for year 9 2021 with volunteer faculties
- ▶ Encourage and expose staff to opportunities to see learning and design in other schools
- ▶ New innovation budget creates opportunities for collaboration for our staff
- ▶ Deepen student passion for learning by high impact practices

Develop new partnerships for curriculum delivery

- ▶ Open discussions with CBHS around shared curriculum delivery at senior levels
- ▶ Explore community and industry options which maximise our inner city location
- ▶ Explore innovative delivery possibilities with ARA and UC

Develop new learning infrastructure

- ▶ Review times of the day, learning session times and timetable structures to enable innovative and collaborative teaching and learning
- ▶ Review reporting to students and parents so that we are delivering 24/7 real time accessible and personalized quality information

STRATEGIC GOAL 4

To build (foster) authentic relationships through connection, understanding and trust (WELLBEING)

Ensure that the school is a culturally responsive organisation

- ▶ Continue to build relationship with Ngai Tahu
- ▶ Ensure that Maori cultural knowledge, responsiveness and capability is grown among all staff
- ▶ Whanau meetings continue and whanau focus group is established
- ▶ Ensure that Pasifika cultural knowledge, responsiveness and capability is grown among all staff
- ▶ Pasifika fono meetings are introduced and a Pasifika focus group is established
- ▶ Develop connections, relationships and cultural understanding with our Muslim community
- ▶ International students are valued and their needs are met
- ▶ Culture, identity and language is reflected in curriculum and protocols

School culture

- ▶ Increase opportunities for celebration, appreciation and community building (whanaungatanga) within the school
- ▶ Increase engagement opportunities with parents, whanau and PTA
- ▶ Increase engagement opportunities with Old Girls

A relational culture underpins all relationship and behaviour management approaches

- ▶ A restorative culture is introduced and implemented.
- ▶ All related policies and procedures are reviewed and aligned to the relational approach
- ▶ Staff, students and whanau understand and are informed about restorative philosophy and processes
- ▶ Key staff receive intensive conference facilitator training
- ▶ Budget is prioritised for this

Staff and student wellbeing is enhanced

- ▶ Ako time is further developed and staff are equipped to deliver a quality wellbeing programme with and for students
- ▶ A staff professional wellbeing plan is co-constructed with staff

STRATEGIC GOAL 5

To build a culture of organizational renewal and transformation through rigorous reflection and self-review (CRITICAL REFLECTION)

Emergent review

- ▶ Significant staff, student and whanau voice continues to be gathered for the new vision and strategic plan
- ▶ Curriculum change and redesign is developed informed by the completed Education Brief and the new strategic plan

Governance review

- ▶ Policies and procedures processes are reviewed and a new responsibility and timeline established
- ▶ A new Charter and strategic plan is adopted
- ▶ Education Brief is submitted successfully to the MOE

Management review

- ▶ Annual plan is completed to reflect new vision
- ▶ Principal monthly reporting to Board is reviewed and aligned to strategic and annual plan
- ▶ Staffing resourcing and appointment documentation is reviewed
- ▶ All job descriptions are reviewed and updated to align with vision
- ▶ SLT portfolios are reviewed and are designed to align with vision
- ▶ Review faculty self-review process